



TENNESSEE DEPARTMENT OF

**EDUCATION**  
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## Barbering II

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### Course Description

Barbering II is the second level of barbering and prepares students for work-related skills and advancement into Barbering III. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting, shaving, nail care, and cosmetic applications will be enhanced in a laboratory setting, which duplicates industry standards.

### Program of Study Application

Barbering II is the second course in the *Barbering* program of study and covers important skills and knowledge on becoming a professional barber.

### Course Standards

#### **Standard 1.0**

**Students will analyze procedures for cleansing and reconditioning the hair and the scalp.**

Learning Expectations and Performance Indicators:

- 1.1 Analyze scalp and hair and prescribe cleansing and reconditioning treatments.
- 1.2 Demonstrate brushing techniques for various services, including selecting and practicing correct brushing technique for different diagnosis.
- 1.3 Prescribe scalp and neck manipulations to be administered, including both relaxing and stimulating. \*

#### **Standard 2.0**

**Students will evaluate advanced haircutting techniques.**

Learning Expectations and Performance Indicators:

- 2.1 Demonstrate safety procedures using haircutting scissors, razors, clippers, and texture shears.
- 2.2 Compare sectioning techniques and methods for various haircuts, using bone structure and design.
- 2.3 Establish and demonstrate guideline procedures for various haircuts.
- 2.4 Establish and demonstrate elevations used in various haircuts, including geometric lines and angles.
- 2.5 Consult with clients to explain bone structure and facial shapes relating to haircutting, and complete haircuts in accordance with client's desires, needs, and expectations.\*

**Standard 3.0**

**Students will create harmony using design principles and elements.**

Learning Expectations and Performance Indicators:

- 3.1 Diagram hair design as creations, including distinguishing facial shapes and using elements of various hairstyling techniques to design and create hairstyles which will enhance the appearance of the client's facial features and body structure.
- 3.2 Research styling and finishing techniques.
- 3.3 Compose designs using various techniques.

**Standard 4.0**

**Students will evaluate hands and feet for cosmetic procedures.**

Learning Expectations and Performance Indicators:

- 4.1 Assess sanitary and safety precautions, such as proper decontamination and infection control procedures, necessary for the application of artificial nails.
- 4.2 Organize, use and care for implements, tools, equipment, cosmetics, and materials used in nail application and nail artistry.

**Standard 5.0**

**Students will formulate cosmetic procedures and applications to enhance a client's appearance.**

Learning Expectations and Performance Indicators:

- 5.1 Research the history of the skin, including structure, composition, and characteristics.
- 5.2 Complete and record an analysis of the skin, including environmental impacts.
- 5.3 Evaluate and demonstrate various methods of hair removal including physical, chemical and electronic.
- 5.4 Appraise the skin and bone structure for cosmetic applications such as cleansing, moisturizing, color enhancement and corrective makeup. \*

**Standard 6.0**

**Students will evaluate basic actions of chemicals as they relate to the barbering industry.**

Learning Expectations and Performance Indicators:

- 6.1 Consult with clients to determine their needs and preferences in chemically texturing the hair; demonstrate texturing techniques such as permanent wave, chemical relaxers, and hair coloring.
- 6.2 Examine the structural changes of the hair through the application of chemical services and prescribe after-care products, including determining texture, porosity, and elasticity, selecting appropriate chemicals and comparing hair structure before and after application. \*
- 6.3 Evaluate color principles using the color wheel, research on impacts of color on individuals, and creation and application of color products.
- 6.4 Analyze the pH (potential hydrogen) of products on hair. \*
- 6.5 Select sanitation and safety precautions necessary for chemical applications. \*

**Standard 7.0**

**Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.**

Learning Expectations and Performance Indicators:

- 7.1 Compare structure and quality of various types of wigs and hair additions.
- 7.2 Calculate measurements for customizing and fitting a wig. \*
- 7.3 Evaluate the different types of hair extension designs.
- 7.4 Evaluate products used in caring for wigs and hair extensions.
- 7.5 Design styles using wigs, hair additions, and hair extensions. \*
- 7.6 Relate sanitation and safety precautions to incorporating wigs and hair additions into designs.

**Standard 8.0**

**Students will appraise the structure and functions of the human body.**

Learning Expectations and Performance Indicators:

- 8.1 Examine the building blocks of the human body such as cells, tissues, organs, and systems and relate these to the barbering industry.
- 8.2 Differentiate between basic body systems and demonstrate an understanding of their operations.
- 8.3 Evaluate body structure as it relates to the barbering industry.

**Standard 9.0**

**Students will research and compose information concerning the entrepreneurial possibilities in the barbering industry.**

Learning Expectations and Performance Indicators:

- 9.1 Examine information through publications and the Internet concerning trends and technology in the barbering industry.
- 9.2 Design a business plan for a selected area in the barbering industry. Business plan may include project income and profit margins.\*
- 9.3 Evaluate various retail products commonly sold in the shops for profit margins and demonstrate understanding of vendors and appropriate marketing techniques.

**Standard 10.0**

**Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.**

Learning Expectations and Performance Indicators:

- 10.1 Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
- 10.2 Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 10.3 Participate as a team member in a learning environment.
- 10.4 Respect the opinions, customs, and individual differences of others.
- 10.5 Build personal career development by identifying career interests, strengths, and opportunities.

**Standard 11.0**

**Students will perform safety examinations and maintain safety records.**

Learning Expectations and Performance Indicators:

- 11.1 Pass with 100 percent accuracy a written examination relating specifically to barbering.
- 11.2 Pass with 100 percent accuracy a performance examination relating specifically to barbering tools and equipment.
- 11.3 Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.